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ABSTRACT

This practicum addressed the problem of eighth-grade U.S. history students who did not acquire nor retain the necessary course core vocabulary. This lack of vocabulary acquisition resulted in reduced student performance, lack of understanding, and a poor attitude. The goals were: (1) to increase the student's U.S. history core vocabulary level; (2) to use the students improved vocabulary level to enhance their understanding of course content and concepts; and (3) to improve the student's general attitude toward U.S. history as a result of experiencing success in the classroom and on tests. In addressing these goals, a social studies vocabulary acquisition program was implemented based on the selection and blending of existing vocabulary acquisition techniques from four areas. These areas included games, discussions, context clues, and written exercises. All of the classes that participated in the program met the objectives of the practicum. Results indicated that a social studies vocabulary acquisition program improved the student's performance and attitude in history. (Author/SM)

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PRACTICUM REPORT

Center for the
Advancement of Education
Ed.D. Program

Improving the Middle School Student's Attitude and Performance in History through Vocabulary Acquisition

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Improving the Middle School Student's Attitude and Performance in History through Vocabulary Acquisition

by

Donald L. Bates

Cluster XIX

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1986

PRACTICUM APPROVAL SHEET

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ABSTRACT

Improving the Middle School Student's Attitude and Performance in History through Vocabulary Acquisition. Bates, Donald L., 1986: Practicum Report, Nova University Ed.D. Program in Early and Middle Childhood.
Descriptors: Secondary Education / Middle Schools / Intermediate Grades / Junior High Schools / Grade 8 / Vocabulary Development / History Instruction / United States History / Student Motivation / Attitudes

This practicum addressed the problem of eighth-grade United States history students not acquiring and retaining the necessary course core vacabulary. This lack of vocabulary acquisition resulted in reduced student performance, lack of understanding, and a poor attitude toward the course. The literature review did not disclose evidence of a concentrated social studies vocabulary program and the resulting effect on student attitudes. Most references simply addressed the problem of vocabulary acquisition rather than its effect on student attitudes.

The writer's goals were: (1) to increase the student's United States history core vocabulary level; (2) to use the student's improved vocabulary level to enhance his understanding of course content and concepts; and (3) to improve the student's general attitude toward United States history as a result of experiencing success in the class and on tests. In addressing these goals, the writer implemented a social studies vocabulary acquisition program based on the selection and blending of existing vocabulary acquisition techniques from four areas. These areas included games, discussions, context clues, and written exercises.

All of the classes that participated in the program met the objectives of the practicum. Results indicated that a social studies vocabulary acquisition program does improve the student's performance and attitude in history.

CHAPTER I

INTRODUCTION

Description of Community

The school in which the practicum took place is in a rural community located near one of the fastest growing cities in the southern United States. The community is often referred to as one of the last bastions of rural life in this fast-growing area. However, as more families move into the area, this unique way of life is rapidly disappearing.

Today, the community has a population of approximately 10,000 residents. This growth can be directly traced to a number of events in the area's recent history. Perhaps the most important event was the building of a major tourist attraction in the area. Also, in 1968, the state established a university five miles from the center of town. Major employers in recent years have located facilities within five miles of the community. Each of these major employers has had a profound effect on the rapid growth and change evident in the community today.

The socioeconomic make-up of the community is generally middle class. However, there are areas of extreme poverty due to the large farming industry on the

outskirts of the community and the accompanying low-paid seasonal workers. The growth which the community has seen in the last 10 years has also led to a number of wealthy families moving into the area.

Writer's Work Setting and Role

The school in which the practicum was conducted has also experienced rapid growth and changes paralleling the community's. The student population has increased from approximately 300 students in 1973 to 1,149 students today. The school houses 413 sixth-graders, 372 seventh-graders, and 364 eighth-graders. The school population is composed of 1,026 students who are Caucasian, 95 who are Black, 15 who are Hispanic, and 13 students of other racial or ethnic groups. The student population is not significantly weighted in regard to the male/female ratio.

The socioeconomic make-up of the school runs the gamut. Students come from areas containing homes selling for $250,000 as well as from government supported housing projects. In fact, 15% of the students come from families eligible for government programs such as free lunches, as determined by criteria established by governmental organizations. However, the majority of students come from areas which would be considered middle class.

Parents' occupations range from highly skilled technical workers, educators, blue collar workers, and the like to migrant workers who are in the area seasonally.

The school is a part of the state's public educational system, controlled by the cabinet, which sits as the Board of Education. However, the local citizenry retains a great amount of control over the school system through an elected school board. In practice, the Board of Education establishes certain standards and policies for the educational system, but the actual implementation of these standards and policies is carried out by the local school board. Consequently, both the public and the teachers play an important part in the education of the community's children.

The school's philosophy stresses the education of the total child--the intellectual, the physical, and the emotional. In addition, the school provides for individual differences among students by offering differentiated learning experiences to meet individual needs. Each child's potential is developed in an atmosphere that is caring, encouraging, and challenging. Also, community resources and parents are utilized as important elements in a team concept of teacher-parent-child. The faculty and staff are dedicated to providing students with a smooth transition from elementary school to high school. This philosophy played a significant role

in the selection of the school in 1986 as one of the nation's most outstanding in the National School Recognition Program.

The administration consists of one principal, two assistant principals, and one dean of students. There are three certified guidance counselors employed at the school. Each guidance counselor works with only one grade level and counsels that particular group throughout the three years of the middle school experience.

The faculty is composed of 49 teachers. All teachers are assigned to classes in their area of certification. There are 24 males and 25 females on the faculty. Of this number, 44 are Caucasian and 5 are Black. There are no other racial or ethnic groups represented on the faculty. Forty members of the faculty have taught 10 years or more, 8 have taught 3 to 10 years, and 1 has taught 2 years. Twenty-six teachers hold a master's degree or higher.

Academic classes are grouped according to the previous year's teacher recommendation and Comprehensive Test of Basic Skills scores. All students take English, math, social studies, science and physical education. Students are also enrolled in an exploratory class such as art, music, band, industrial arts, or business education. The school, as a result of being in a high growth area, has new students entering practically on a daily basis. These new students are given the math and language

portions of the C.T.B.S. before receiving a schedule of classes. The students' performance on this instrument determines the level of classes they will attend.

In order to better serve the needs of the individual student, four levels of academic classes are offered: remedial, basic, average, and advanced. All classes, with the exception of algebra and remedial classes, are considered to be on grade level. Faculty members adjust their teaching and testing methods to best meet the needs of the students in each of these levels of classes. The average pupil/teacher ratio is 1:28.

Special programs offered at the school are both self-contained and resource specific learning disability classes with a total enrollment of 55 students, gifted resource classes serving 56 students, alternative education for 20 students with severe behavioral problems, speech therapy for 27 students, and remedial math and English classes serving approximately 300 students. These figures represent a total of 458 students who are served by the school's special programs. The students who are eligible for each of these programs are determined by state or local criteria.

The writer's educational background is deeply rooted in the local school system. The first 12 years of his education occurred within the school system in which he is currently employed. The writer holds an undergraduate

degree in social science education and a master's degree in social science/gifted education. He is certified by the Department of Education in the following subject areas: all social sciences, English, and gifted education. All areas of certification include a specialization in the education of the middle school student.

The writer has served the local school system for 16 years--14 years in his present work location. All years of service have been in the teaching of geography (3 years) and United States history (13 years). During this time of service, the writer has been active in school-related programs at the local level. He has served as the sponsor of both the Ecology Club for 12 years and the Beta Club for 2 years. In addition to these activities, he has served on various committees including the student handbook writing committee, the school philosophy writing committee, coordinator of the annual awards day program, the student outstanding citizenship committee, and the National School Recognition Program application committee.

The writer has been active on the county level as well. He was one of six teachers who organized and established criteria for a county-wide social science curriculum day in which all county schools participated. In addition, he has served on the geography curriculum writing team which revised the seventh-grade curriculum

and is currently serving on the United States history curriculum writing team. He has also written Learning Activity Packages for use in the outdoor classroom on campus. The writer has also served as a member of the county's textbook preview team and is presently serving on the county's textbook selection committee for United States history. In 1983, he was selected as the Outstanding United States History Teacher in the county and placed second in state competition. He has also been selected as the outstanding social studies teacher for the school in the current year. In addition, the writer has been chosen as the outstanding middle school social studies teacher by the state social studies organization.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The social studies department in the school did not place a great emphasis upon the development and retention of the specialized vocabulary inherent in each of the courses taught. The county supplied a curriculum guide which contained a year-long course outline and activities to be followed by the teacher. However, in the area of vocabulary, the guide simply listed suggested vocabulary words to be learned by the students. In practice, the amount of time spent on vocabulary development, as well as the procedures used to ensure the learning of the vocabulary, was entirely up to the teacher. It had been noted by the writer that most teachers in the school, as well as in the county, simply listed vocabulary words to be learned without any concentrated effort to actually develop the students' comprehension and use of these words. This observation was the result of the writer's informal discussions with other professionals over a period of many years.

One of the major results of this lack of vocabulary emphasis was that many students did not acquire the necessary history core vocabulary for the unit under

consideration. In addition, many students may have simply memorized vocabulary words in order to pass a test. However, the writer noticed that when the same words occurred in the future, a large number of the students did not even remember the vocabulary words. In other words, the students were not retaining a working definition of previously presented vocabulary words.

Another result of the lack of emphasis on vocabulary development was that many students experienced difficulty in their understanding of course content. It was very difficult, as well as most frustrating, to attempt a class discussion using necessary vocabulary words when a majority of the students did not fully understand the words being used and thus could not effectively participate in the class activity. Along with not fully understanding the course content, students who did not understand the course vocabulary were also unable to fully understand many of the course concepts. This, of course, could lead to future academic problems and frustrations for the students.

Students who did not fully understand course vocabulary, course content, or course concepts experienced various other problems in the class. The lack of a quality vocabulary program resulted in the inability of many students to attain the highest possible success in the course work. This lack of success displayed itself in

a number of ways. One major way was the earning of lower grades. Students who did not fully understand course content would naturally receive lower grades on their tests.

A second way in which the lack of vocabulary acquisition showed itself in many students was through a poor attitude toward the course. It seemed logical to assume that students who were not successful in a course would not like the course as much as those who were successful. Conversely, when students began to experience success in the course work and on exams, their attitude toward the course improved. Throughout the writer's career, it has been observed that students like to be successful. Therefore, it was the writer's conviction that this success would lead to an even better attitude on the part of the students which would lead to greater successes.

The writer questioned many colleagues, both at his school and others, to ascertain why there was a lack of a vocabulary acquisition program in the social studies curriculum. These discussions were carried out in an informal manner over a period of time. The response which was most prevalent was that the students could learn vocabulary from a list of words. Most teachers assumed that the students would learn the required words. It was the writer's opinion that this was only true of highly

motivated students. In order to reach all students, a definite vocabulary study procedure needed to be established.

In addition to the above stated reason, many teachers seemed to believe that vocabulary study is the responsibility of the English department. This, of course, is true for that department's curriculum. The English teachers do not have the time to also teach social studies vocabulary. Therefore, if the social studies department was going to ensure that its students acquired the necessary social studies vocabulary, each teacher needed to establish a program which used various vocabulary acquisition strategies.

In conclusion, the problem addressed by the practicum was that eighth-grade social studies students were not acquiring the necessary course core vocabulary. This lack of vocabulary acquisition would show itself in reduced understanding of course content and concepts, lower grades, and a poor attitude toward the course.

Problem Documentation

In order to provide documentation of the problem stated in the previous section, the writer solicited the cooperation of the faculty of the school at which he is employed. A questionnaire (see Appendix A) was given to

each faculty member with the request to answer the questions as they applied to their classes. The questionnaire was purposely given to all disciplines to allow comparison of the social studies department answers with the answers of the faculty as a whole. Forty-eight questionnaires were distributed and 32 were returned to the author. This represented a return rate of 67%. The results of the entire questionnaire are presented in Appendix B. However, a brief discussion of selected questions is presented next.

A series of statements in the questionnaire concerned the importance of vocabulary study. In response to the statement "The study of vocabulary is important to a student's success in my class," 83% of the social studies department indicated that they strongly agreed with the statement. However, in response to the statement "I have a definite vocabulary study procedure in my class," 50% of the social studies teachers indicated that they did not have a definite vocabulary study procedure in their class. The remaining 50% explained to the author during informal conversations that their definite vocabulary study procedure usually consisted of simply giving the students a list of words to be defined. Their procedure did not include an emphasis on various vocabulary acquisition

methods or efforts to assure vocabulary retention over the long run.

Teachers were also asked to respond to a series of items relating to the importance of vocabulary acquisition in their classes. All teachers in the Department of Social Studies indicated that students who did not understand course vocabulary would have difficulty understanding course content and concepts. Interestingly, 87% of the entire faculty also agreed that understanding vocabulary is a very necessary foundation for understanding course content and concepts. In addition, a majority of the social studies department, as well as the faculty, agreed that many students did not retain the necessary course vocabulary, thus leading to possible future problems in later course work.

In response to the statement "If students do not have a good grasp of course vocabulary, their grades will be lower," all teachers in the Department of Social Studies agreed or highly agreed, while 90% of the entire faculty agreed or highly agreed. Ratings for the statement "Students who do not understand course vocabulary may have a poor attitude toward the course as a result of lowered performance and a lack of general understanding" revealed that all teachers in the Department of Social Studies agreed or highly agreed and 93% of the entire faculty agreed or highly agreed. Thus, it appeared that

practically the entire faculty recognized the importance of a sound vocabulary acquisition program to the overall education of the student. Interestingly, these numbers did not carry over to the statement "I include vocabulary lessons or review daily." Social studies teachers responses were 33% usually, 17% sometimes, 33% seldom, and 17% never. The entire faculty results were even more alarming. Thirty percent of the faculty stated that they always or usually included daily vocabulary lessons and review, 10% did so sometimes, 43% seldom included daily vocabulary lessons or review, and 17% never included daily vocabulary lessons or review.

The survey provided convincing evidence of the writer's belief that vocabulary acquisition was very important to the success of the students. But it also showed that most teachers did not have a specific plan for the teaching of vocabulary beyond the simple listing of words to be known. In addition, a high percentage of teachers believed that it was necessary for students to know vocabulary in order to be successful in their classes. However, few teachers actually emphasized the acquisition and retention of vocabulary or included it on a daily basis. Finally, a large majority of teachers agreed that students who did not understand vocabulary would experience lower grades and perhaps show a negative attitude toward course work as a result.

One of the major contentions of this practicum was that students did not retain vocabulary. This, of course, was closely related to the lack of emphasis given to the acquisition of vocabulary by most teachers in the social studies department. The writer had his students complete a vocabulary exercise to show this to be true. The exercise consisted of 10 randomly selected words from 5 previous units of study. The units tested were "The Age of Exploration" (see Appendix C), "The Age of Colonization" (see Appendix D), "The American Revolution" (see Appendix E), "The Constitution" (see Appendix F), and "The Early National Period" (see Appendix G). The results of each unit test and the test in its entirety are presented in Appendix H. However, a summary will be included next in the discussion.

An analysis of the results of the test in its entirety showed that there were no students able to achieve a satisfactory or passing score (as dictated by county policy) of at least 70%. The highest score attained by any student on the entire test was 58%; the lowest score was 2%. This low score may be attributed to a number of causes other than the failure of the student to learn the vocabulary words. These causes may include personal problems, home problems, student illness at the time of the test, and the like. The writer did not

believe that this score was truly indicative of the actual performance of which this student was capable.

An analysis of the results of each of the unit tests showed that 14 out of 127 (11%) were able to attain a passing score on the unit test dealing with exploration, 8 (6%) on the unit test on colonization, 8 (6%) on the unit test on the Revolution, 7 (6%) passed the constitution unit test and 2 (2%) passed the unit test on early America. These results were positive proof that vocabulary was not being retained by the students, and they would not be able to understand any concepts which might be built upon a knowledge of these words. These results also showed a need to instruct students in the acquisition and retention of vocabulary so that they may be assured of success not only in the present but also in future classes.

The lack of vocabulary acquisition could also be shown through the use of classroom observation. Many students were hesitant to respond to questions or become involved in class discussions because they were not sure of the proper word to use in their statements. The writer has many times observed students who had an idea they wished to express but who could not remember the proper social studies word which should be used. Quite often, the student would use an incorrect word and be subjected to laughter or ridicule by the class. This situation

caused frustration on the part of the student and teacher and also resulted in the student not volunteering to answer questions or participate in the future. Naturally, the student who could not participate fully in the class would not be able to learn the material as well as those who could, and he would earn lower grades. The frustration of not being able to participate, learn, or pass tests may lead the student to develop a poor attitude toward the class and its work.

Causative Analysis

The problem of students not acquiring and retaining social studies vocabulary had many causes. Perhaps the most important cause was a lack of commitment on the part of the teachers. The writer believed that the social studies department was not truly committed to helping students acquire course vocabulary. Many social studies teachers apparently believed that students would automatically learn course vocabulary when the words were presented to the students in the form of a list with the request to define and know them. This system may have worked on a short-term basis but would usually not encourage the student to retain the words for future use.

A second major cause of this problem was the lack of a definite quality vocabulary study procedure. A teacher

who simply gives students a list of words has not established a good vocabulary program. Each teacher needed to establish a program for the study of vocabulary and carry out this program. Provisions also needed to be made by the teacher to modify the program to best meet the needs of each class as well as the individual student. It was only in this manner that the teacher of social studies could ensure that each student would develop not only his vocabulary, but his intellectual level, to its fullest.

Another cause of the poor performance in social studies vocabulary was the lack of inclusion of vocabulary in the daily lesson. The teacher did not necessarily have to present new vocabulary words or have a formal review daily. However, many opportunities were presented in the daily operation of the class to reinforce previous vocabulary or informally introduce a new word which may arise in the course of a class discussion. A teacher who did not seize these opportunities was depriving the student of an important opportunity to learn.

A fourth cause of the problem was the time demands faced by the social studies teacher. The state requireed the teacher of eighth-grade social studies to teach not only the specific United States history content but other items, such as solar energy, economics, current events, law awareness, and local history. A vocabulary program appeared to be one more item added to an already

overburdened teacher. It was easier for the teacher to "teach" vocabulary using the technique of word lists rather than through a multi-faceted approach.

In addition, many social studies teachers did not review vocabulary from previous units of study. The amount of time which was devoted to vocabulary study was related only to the unit words under current consideration. Students were seldom quizzed on previously introduced words and tended to think those words were no longer important. The lack of reinforcement of previously learned vocabulary words allowed the student to quickly forget these words and also sent a negative message to the students about retaining and using vocabulary words.

A sixth cause was the failure of social studies teachers to use a variety of methods to teach the required vocabulary. Teachers needed to know the different learning modalities of their students and adjust their vocabulary teaching methods to better meet the needs of their students. Teachers who provided students with a number of methods and techniques for learning and retaining vocabulary would most certainly have more successful students.

Finally, students did not seem to be aware of the importance of vocabulary acquisition and retention. Social studies teachers perhaps did little to instill in their students the desire to not only learn--but to use--

both the vocabulary in the present unit of study as well as the vocabulary from previous units. When students have developed an understanding of the importance of vocabulary development and a positive attitude toward its development, their self-motivation will be enhanced. Students who have acquired a desire and self-motivation to learn vocabulary will be more successful in their school work and will also have an improved attitude toward the course.

The Related Literature

A review of the related literature revealed a number of methods which could be beneficial in improving a student's vocabulary acquisition and retention ability. Bracey (1985) stated that the number of vocabulary words students learn ranges between a conservative estimate of six hundred words per year and a liberal estimate of five thousand words per year. However, the manner in which students learn these new words remains a mystery. Bracey also asserted that little direct instruction in vocabulary takes place and students apparently learn new vocabulary words from the context clues given in a reading assignment.

Burroughs (1982) suggested that the purpose of vocabulary study was to help students use and understand

more words as well as the various shades of the word's meaning. As a result of this, vocabulary study should include the whole passage in which a word appears rather than just the word itself. This belief stresses that context, not dictionaries, determines the meaning of words. Burroughs also mentioned that vocabulary study should be accomplished in two ways. The first of these was the discussion of word meanings within the context of the sentence and the second was vocabulary tests that emphasized analysis rather than memory. Through the use of this type of vocabulary study, students would be able to explain words using the context clues. In addition, he reported that many students showed an improvement in their reading skills with the use of this method.

Andrasick (1983) expressed the belief that students need to develop an interest in vocabulary. Once this interest has been instilled through the use of various methods, activities should be designed to integrate vocabulary study into the regular curriculum rather than at a specific time. Activities suggested by Andrasick included dialogues, word play, flashcards, cartoons to illustrate words, and challenge assignments. The author stated that classroom observation of these methods revealed fewer mistakes in vocabulary usage by students. In addition, students became aware of learning vocabulary

words and were thus self-motivated to learn new vocabulary words.

Oram (1982) indicated the importance of vocabulary study at an early age. The author, who is a college professor, explained that many college students do not have the skills needed to learn new words. Techniques used by Oram included oral reading and discussion, group efforts in which students asked each other the meaning of words, and exercises in which the focus was on the relationship of the vocabulary word to the other words in the sentence. Students who improved their vocabulary skills showed a marked increase in achievement in all classes. Those students who had been taught the importance of vocabulary development at an early age would have a greater chance at success in their educational career at the present moment and in the future.

Grubaugh (1985) stressed the importance of vocabulary acquisition in one's daily life. A person's ability to express thoughts and to receive the thoughts of others is dependent upon his language ability. This ability can be attributed to the person's knowledge of words. A person without a well-developed vocabulary will not be as successful in life as one who does have a good command of the language. In order to help students develop vocabulary skills, Grubaugh suggested that a student introduce a new word by writing a sentence containing that

word on the board. The class would then be allowed to guess at the meaning of the word using context clues. Upon the conclusion of the guessing phase, the student defined the word and told a story using the new vocabulary word. The use of word association exercises was also a suggested part of this program. The benefits of this program included a positive learning climate created by both the students and teacher, with students mastering words both in speaking and writing, and teachers and students becoming better acquainted through the sharing process.

Monroe and Hicks (1985) indicated that without comprehension there is no reading. According to the authors, extensive research supports the belief that knowledge of word meanings is a major determinant in comprehension. It was stated that the teacher needs to provide a variety of activities designed to create classroom excitement about working with word meanings. In this manner, an environment of educationally sound vocabulary development would be created and thus lead to students forming a love for words. Numerous suggestions for vocabulary development were listed by the authors, including such activities as the use of pictures, dramatizations, analogies, and a vocabulary bee.

Davis (1981) suggested that vocabulary words should be intentionally inserted into conversations with

students. In this manner, students would be able to develop their vocabulary skills through practice. This article was aimed at the teacher of the fractional child, but the idea of inserting vocabulary words into conversations in the regular classroom seemed like a good one for the social studies teacher as well.

Randall (1982) made a number of suggestions directly to the student for vocabulary development. These suggestions included guessing the meaning of a word from the way it is used in the sentence, looking up the word in a dictionary, using the root word to discover the meaning in context, and developing the habit of immediately using new words which have been learned. According to the author, this process would enable the student to state more clearly what he means.

Norwell (1984) indicated that words are more often heard than seen in print. Therefore, it is necessary to take a methodical approach to the teaching and learning of vocabulary. The author detailed a method of using student-made flashcards for the development of vocabulary. Norwell suggested that the student should write unfamiliar words on an index card as they are encountered. The next step in the process would be to write on the card the sentence which contained the unfamiliar word. Third, the student was to use the dictionary to find the meaning of the word which seemed most appropriate in the sentence.

Finally, a sentence was written by the student to reflect contextual understanding of the word. According to Norwell, this process should result in a vocabulary increase of one thousand words per year.

Caldwell (1976) made a number of suggestions revolving around the game format for improving students' vocabulary. Perhaps the most beneficial suggestions were a password game, drawing pictures illustrating the word, a bingo game, and crossword puzzles. It was also suggested that a student write a vocabulary word on the board and define it, thus creating a game out of the learning of vocabulary. Caldwell also mentioned that the teacher can give students a reading assignment and have them underline or list words which are new to them. Upon the conclusion of this phase of the activity, students were then to use the dictionary to find the appropriate definition for the word as it was used in the sentence.

Many short articles contained helpful suggestions for the building of vocabulary. Crawford (1979) suggested the use of the chalkboard, student committees, and bulletin boards. Seif (1974) stated that all social studies teachers should have dictionaries available for all students to use whenever the need arises. Curl (1980) advised the extensive use of wordsearch games to help develop students' social studies vocabulary. Preston and Herman (1974) suggested that the social studies teacher

should encourage students to use context clues, use parts of a word which may already be known, and the dictionary. Crowder (1973) stated that the class should develop a chart of vocabulary words to be kept on display. In addition, a picture dictionary and a list of words for constant reference were also suggested.

Fried, Laux, Levy, Macchia, Manzo, & Marcus (1965) suggested using paragraphs with the social studies vocabulary words underlined. An additional activity was the pairing of general vocabulary words with specific social studies vocabulary. In this manner, students are learning that all vocabulary is important in the social studies classroom. Fried et al. also mentioned the use of vocabulary matching exercises as both a teaching and testing activity. In addition, it was suggested that the social studies teacher underline vocabulary words which were used in context. This method would enable the student to see how a word is used and learn its meaning.

Morrison (1980) reported two reasons why vocabulary should be developed in the content area rather than in a separate class devoted only to vocabulary development. The first reason was that students could not make sense of the ideas presented in a subject if they did not understand the meaning of the words used to discuss that subject. Secondly, word meanings that are developed outside the content area are likely to be forgotten

quickly by the student. It is only those words presented in context which are remembered by students for a length of time. Morrison continued to discuss specific methods for teaching vocabulary in the content area. Suggestions for developing vocabulary included the use of the textbook glossary, pre-tests and post-tests, student committees to preview reading assignments and select vocabulary words, the use of context clues, and the use of word parts.

Piercy (1982), in a book detailing activities to teach reading in the content area, mentioned a number of methods to be used to increase a student's vocabulary. One of the methods useful to the social studies teacher was the use of vocabulary buddies. This method establishes partnerships between pairs of students for the purpose of reviewing their vocabulary words. It was also suggested that it might help students remember their vocabulary if they were to use the library or other books to discover the origin of specific social studies words. A final suggestion which would adapt well to the social studies classroom was to have students read newspapers and list unfamiliar words as they are encountered. They can then use dictionaries or context clues to discover the meanings of these words.

Smith, Smith, & Mikulecky (1978) postulated that most textbooks have a balance between unusual vocabulary items and supporting context. Therefore, it would be desirable

to have students try to figure out the meanings of unfamiliar words from the context clues in the sentence. If this was not successful, the students should then use parts of the word to find clues to its meaning. The final step in the process was to look up any unknown words in the dictionary. Smith et al. stated that these steps were most effective when used together, rather than singularly.

The social studies guide for the Memphis City School System (1968) stated that the development of social studies vocabulary must enlist the interest of the pupil in his own progress with an activity such as pre-tests and post-tests. In addition, the program must adapt itself readily to the individual differences within the class. Several methods of teaching vocabulary were next presented to the reader. One of the most useful was the individual dictionary method, in which the students develop their own dictionaries of vocabulary words, paying attention to meaning, pronunciation, and derivation. Other methods suggested included the socialized dictionary method, in which groups of students work on vocabulary words to be presented to the class and the "felt-need" method, in which students are encouraged to look up words they need in order to effectively communicate in the subject matter.

Dea (1978) asserted that understanding specific vocabulary words would increase competence in reading, which is related to success in content-area subjects. The

social studies teacher can certainly appreciate the need for increased reading competence when many students have a reading ability a number of years below grade level. Specific suggestions made by Dea included various games and student preparation of index cards containing the definition, pronunciation, and a context sentence. According to Dea the prime strategies for developing vocabulary in the social studies are through context, structure, direct teaching, and game-like activities.

Social studies expert Jarolimek (1986) listed four types of words which cause students problems in the social studies. The first type was technical words, which include: terms, words, or expressions peculiar to the field of social studies and which would usually not be found when reading selections from other fields. According to Jarolimek, the student cannot read social studies materials with understanding unless the student has a grasp of its technical language. The second type of words was figurative terms which have a different connotation from the literal meaning. These words are used extensively in social studies, and children must understand them to avoid mistaken visual images and misunderstanding of the reading. An example of this type of word is "strike." The third type was words with multiple meanings. The student must comprehend the intended meaning of the word from the context in which the

word is used. The fourth type included words which are peculiar to a particular region. The teacher must help the social studies student understand these words in order to fully comprehend the reading.

Jarolimek (1986) also discussed a number of specific strategies to be used by the social studies teacher in building a student's social studies vocabulary. One very useful suggestion was the writing of key words and phrases on the chalkboard and discussing the meanings before a student begins the reading assignment. Other suggestions included students listing words which are not understood and then seeking help from the teacher or classmates, writing synonyms, using context clues, field trips for firsthand knowledge, and using visual materials to illustrate word meanings. A very important suggestion was to develop a wholesome attitude toward using the dictionary. It was stated that the teacher should instruct the student in the use the dictionary, rather than just tell the student to look up a word.

Brown and Adams (1968) stated that the student of social studies should try to understand the word as it is used in context. When this is not successful, the student should then check footnotes, the glossary, or the index for clues to the meaning of the word, and then the dictionary. After clarifying all words which were not known, the student should then re-read the assignment.

The authors also suggested that students should develop a file of personalized vocabulary cards on which new words are listed and defined. These cards should then be studied by the student each day. After some time, the student should mix the cards up and then try to define each word. Words which could not be easily defined should be kept in the stack, while words which were easily defined could be placed aside to be reviewed periodically.

Moffet (1977) suggested that social studies teachers skim reading materials to find the potentially difficult words and develop the meanings of these words in a variety of ways. Suggested methods to develop the meanings of these words included giving the definitions; students telling other students the meanings of the words; using context clues; and looking at pictures, models, and other visuals. In addition, Moffet stated that the social studies teacher must develop the students' habit of consistently seeking the meaning of unknown words through the use of dictionaries, glossaries, and context clues.

Michaelis (1985) suggested that in order to read social studies material, children must be able to identify and grasp the meaning of the words that are used, and use the meaning to interpret what is written. The author gave a number of examples of techniques for developing the vocabulary of a social studies student. Among the suggestions given were the use of context clues, pictures

clues, firsthand experiences, and group discussion. Also suggested were the student preparation of index cards, scrapbooks, picture dictionaries, and illustrated cards. Michaelis also suggested that the direct teaching of vocabulary through the use of practice materials such as workbook exercises, using new words in oral and written expression, and using vocabulary testing should be considered because of the heavy vocabulary requirements in the social studies.

Kenworthy (1980) mentioned that the social studies teacher should simplify vocabulary for the lower level students. The teacher should write vocabulary words on the board that will be used during the period or write them as soon as they are used. Kenworthy also stated that the use of pictures could increase the students' vocabulary knowledge.

Joyce (1965) stated that the teacher should use both inductive teaching and deductive teaching. The teacher should also attempt to encourage the habit of using dictionaries and other references when a student encounters an unfamiliar word while reading. Joyce also suggested that many textbooks introduce new words and concepts too rapidly for the student to master adequately. The teacher must be alert for this occurrence and introduce vocabulary words to the students before they begin the reading assignment.

Ragan & McAulay (1964) suggested a number of word games. Among these suggestions were the use of scrambled word exercises, crossword puzzles, and word bingo. In addition, the use of a review game whereby the student names a vocabulary word which begins with a certain letter of the alphabet and defines the word is suggested. Finally, Ragan & McAulay suggested an activity in which students use the letters in a vocabulary word to make as many other words as they can.

Moffatt and Howell (1952) discussed the importance of the teacher anticipating the vocabulary difficulties in the lesson. The teacher should call attention to these words before the lesson begins by giving the social studies definition as well as the general definition (if applicable) of the word. In addition, it was stated that a practical method of improving students' vocabulary is through the technique of improving word meanings through class discussions. Moffatt and Howell believe that once a child has been alerted to the desirability of enlarging his vocabulary, his own curiosity will encourage him on to learn more words.

In conclusion, a review of the literature showed the importance vocabulary development plays in the success of the student both in the present and the future. Numerous specific suggestions for the development of vocabulary, which can easily be adapted to meet the needs of social

studies teachers and their students, were found in the literature. Social studies classes, by their very nature, demand that the students acquire a large number of words throughout the academic year. Those students who do not have teachers who strive to help them build their social studies vocabulary will face difficulty in the present and future.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

The development of students' social studies vocabulary is very important both for the student's present and future success. As a result, the first goal of this practicum was to increase the eighth-grade student's social studies (United States history) core vocabulary level. The second goal was to use the students' improved vocabulary level to enhance his understanding of course content and concepts which would lead to improved test grades. The third goal was to improve the students' general attitude toward United States history as a result of experiencing success in the class and on tests.

Behavioral Expectations

An analysis of the literature which discussed the acquisition and retention of vocabulary showed that the methods by which one may teach vocabulary are widely varied. However, many of the sources suggested the use of context clues as the major method to help students acquire vocabulary. The writer chose the first two specific

behavioral objectives with this in mind. The third specific behavioral objective was intended to measure the third goal of this practicum as stated in the previous section. Therefore, the following specific behavioral objectives were chosen for this Practicum.

1. Over a period of 12 weeks, United States history students will improve their vocabulary knowledge as measured by attaining a score of at least 70% on a teacher-made cloze activity.

2. Over a period of 12 weeks, United States history students will improve their vocabulary knowledge as measured by attaining a score of at least 70% on a teacher-made context sentence writing activity.

3. Over a period of 12 weeks, United States history students will show an improved attitude toward course and vocabulary work as measured by an increase in the mean score on a teacher-made attitude scale to be given at the beginning and end of the implementation period.

Evaluation Instruments

The first objective was measured by a teacher-made cloze activity (see Appendix I). A cloze activity is a narrative in which the vocabulary word is omitted. This

type of vocabulary measurement device was chosen because it allowed the teacher and student to review factual material as well as test the students' knowledge of the vocabulary words for the section. In addition, the objective did not measure an outcome which was measurable by a standardized test since the vocabulary words to be emphasized were chosen by the teacher. This activity was teacher-made and covered selected vocabulary words (see Appendix J) presented during the implementation period of the practicum.

The second objective was measured by using a written context clue exercise (see Appendix I) in which the vocabulary word is present and underlined in the sentence. This type of measurement device was chosen because it allowed the student to use the sentence in which the vocabulary word appeared to help him explain the specific meaning of the social studies word as it applied to the sentence. This type of measurement device was particularly useful with words which may have a general meaning as well as a specific social studies meaning (such as the word strike).

The third objective was measured by a written teacher-made rating scale (see Appendix K) containing several questions relating to the students' attitude toward the course and their success in the course. Students who were not meeting success in the course would

most likely not enjoy the course. This should result in a lower attitude rating on the scale when this is given prior to implementation. However, at the end of the implementation period, these same students would now be having success in the course, and their post-implementation rating would be higher.

Mechanism for Recording Unexpected Events

When one plans a project which lasts for an extended period of time, provisions should be made for unexpected occurrences. In order to accommodate unexpected events, the author kept a weekly log (see Appendix L) for each class involved in this project. The log contained a summary of the successes and failures which occurred during the week, as well as any student or teacher concerns regarding the proceedings. The logs were reviewed each week in an effort to ensure that all classes progressed to the best of their ability.

The implementation phase of this practicum included the use of a number of methods to teach social studies vocabulary. It was quite likely that one particular method would be more successful and better-liked by the students than another. Therefore, the writer kept a rating scale (see Appendix M) for each method used in each class. In this manner, the writer avoided methods which were not successful in a particular class, while

concentrating on those methods which met with the greatest success.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The teaching of vocabulary is a very important part of the total social studies program. A review of the literature disclosed a number of methods which social studies teachers could easily adapt to meet the needs of the students in their classes. The problem encountered with such a wide variety of choices for teaching vocabulary was that social studies teachers could easily become overwhelmed. This could then lead instructors to resort to more mundane procedures for vocabulary gain. A quality program, rather than just suggestions, for the teaching of social studies vocabulary needed to be developed. The development of such a program was one of the aims of this practicum.

One possible solution to the lack of social studies vocabulary acquisition was through the use of context clues. The context clue method requires the student to derive a word's meaning using the rest of the sentence. One of the advantages inherent in the use of this technique in the social studies is that the student will learn the meaning of the word as it applies to social studies, rather than learning a general definition from

the dictionary. It is necessary for the student to understand the word in context in order for the material he is reading to make sense.

Numerous studies (e.g., Burroughs, 1982, Oram, 1982, Randall, 1982, and Fried et al., 1965) reported many advantages and successes associated with the context clue method. These studies indicated that students were inclined to show an increase in their reading level as a result of context clue vocabulary study. In addition, it was suggested that students familiar with this method would show an improvement, both in vocabulary and general success, in all classes. Students who were cognizant of this method would be better able to express themselves both in written and oral exercises. Also, it was suggested that the context clue activity was most beneficial when it was used with a number of social studies vocabulary words presented in a paragraph, rather than in simple sentences. This has the advantage of tying the vocabulary words together so that students can see how they relate to the unit of study.

Jarolimek (1986), in his discussion of the four types of words which cause problems in the social studies, presented convincing evidence for the use of context clues. This was especially true for words with multiple meanings. A student who does not understand a multiple meaning word can use the sentence context clues to

formulate the appropriate meaning of the word. This way, the material which was being read will be better understood by the student. Smith et al. (1978) also stressed the importance of using supporting context clues to figure out the meanings of words. He believed that most textbooks contain enough supporting material to allow students to figure out the meanings of unfamiliar words.

The literature contained numerous discussions of the use of context clues to develop students' vocabulary. These discussions can be found in general readings as well as the literature pertaining to the social studies. The author believed that this method would be very helpful for the eighth-grade student. This type of exercise could be adapted as an activity in which the students would write the definition they had derived from the context clues. This method could also be used as an oral exercise during class discussions and reading. In addition, the context clue method could be used as a testing or measurement device. Perhaps the major drawback of this method was that the less-motivated student may not carry out the procedure. If this occurred, the conscientious teacher would work with and encourage these students to work to the best of their ability. However, the writer believed that this method was one which should be seriously considered by social studies teachers at all grade levels.

A second solution to the problem of developing social studies vocabulary was the generic category of vocabulary games. Wordsearches, crosswords, group games, password, and the like are specific examples of vocabulary games. Numerous studies (e.g., Andrasick, 1983, Caldwell, 1976, Curl, 1980, Dea, 1978, and Ragan and McAulay, 1964) supported this method. Many authors reported that as students began to develop their vocabularies through these methods they made fewer mistakes and were more self-motivated to learn the vocabulary. Many articles mentioned wordsearch games as a primary method to increase a student's social studies vocabulary.

The benefit of learning games in the social studies is a well-known fact. The writer believed that game-like activities would be a very effective method for developing the students' social studies vocabulary. In fact, this method may have the added advantage of enticing the less-motivated student to become a more active participant in the development of his social studies vocabulary. The teacher could also actively involve individual students in the process of developing vocabulary games for the entire class, or a contest for the best vocabulary game could be held.

The major criticism of the use of game-like activities was the possible tendency of some teachers to rely too heavily on them. The teacher who over-uses

game-like activities runs the risk of the students becoming bored with them. Games should be used at a pace which will keep the students anticipating, rather than dreading, the next time a game-like activity is used.

Another possible solution to the problem of students not acquiring social studies vocabulary was the technique of class and/or group discussions. This solution can encompass a large number of different activities. Oram (1982) suggested that vocabulary study should include group work which would allow students an opportunity to ask each other the meaning of words. Grubaugh (1985) suggested that students present vocabulary words to the class by writing them on the board. A discussion would then be held in which the students attempted to guess the meaning of the words. At the end of the discussion, a student would tell a story using the word. Grubaugh reported that students exposed to this method were successful in mastering words both in the spoken and written forms. Davis (1981) reported success in vocabulary development when the students' vocabulary words were purposefully inserted in class discussions and conversations.

Additional group activities were evident in the literature. Piercy (1982) suggested vocabulary buddies be assigned for the purpose of reviewing vocabulary words. This would be a very appropriate activity for basic

students. Jarolimek (1986) encouraged the chalkboard listing of vocabulary words contained in a reading assignment. The meanings of the listed words would then be discussed by the class before the reading assignment was begun. Michaelis (1985) also indicated group discussions of vocabulary words were important.

The successful use of class and group discussions depends heavily upon the preparation of the teacher. The teacher must spend the necessary amount of time to prepare adequately to ensure the success of the lesson. The small group activities seemed most appropriate to the writer's situation. Students who are reluctant to participate in normal class discussions would most likely shun participation in a vocabulary meaning guessing discussion. Most students do not want to place themselves in a position which could cause possible embarrassment and peer group ridicule.

The fourth possible solution encompassed different written exercises. Michaelis (1985), Brown & Adams (1968), Andrasick (1983), Norwell (1984), Dea (1978), Seif (1974) and Crowder (1973) all suggested the use of vocabulary flashcards. These cards would be produced by the students and contain the word, pronunciation, a context sentence, and the definition. The students would review these periodically and continually add to their collection. Also suggested was the use of dictionaries as

a method of learning social studies vocabulary words. Students would be encouraged to write social studies definitions rather than general definitions. Many authors encouraged students to compile a reference list of social studies words and definitions to be used whenever the need arises.

Additional written activities were suggested by Fried et al. (1965). Methods of developing social studies vocabulary, according to the authors, are to write definitions from context clues, use matching exercises, and underline difficult words to be defined. Piercy (1982) reported success with having students use the library to write a report on word origins. The Memphis City School System (1968) encouraged the use of workbook exercises and using new words in written expressions. Other suggestions included writing definitions, writing words from definitions, using cloze activities, and writing word definitions using context clues.

The use of writing activities to develop the students' social studies vocabulary is an important technique to be considered by the teacher. Many students at the eighth-grade level feel most comfortable with writing exercises. These types of exercises do not represent a threat of peer group ridicule if a mistake is made. Therefore, these students are more relaxed and

comfortable, which allows them to perform at their peak efficiency.

One of the major drawbacks with the use of written vocabulary exercises was the time required to complete the activity in class. The eighth-grade social studies teacher has a tremendous amount of material to cover during the year. Many teachers would be unwilling to devote the necessary time to this type of activity for it to be fully successful. Another drawback for many teachers was the lack of ready-made activities. Consequently, the teacher would be required to spend extra hours preparing written activities. However, even with these drawbacks in mind, the writer believed this type of activity would be most beneficial to the student.

Upon the consideration of each of these activities to develop a student's social studies vocabulary, a number of general drawbacks came to mind. First, the concentrated study of vocabulary must share time with the existing curriculum. Many social studies teachers now feel pressured to make sure all state and local requirements are met. Next, this concentrated study must be carefully integrated into the course material. Few teachers are willing to devote a separate portion of their class for the sole purpose of vocabulary study. Finally, the material to be covered and the time in which one must cover this material is strictly governed by the county

curriculum guide and the school's administration. Arrangements must be made to ensure all material is covered adequately and on time.

Description of Selected Solution

The solution to the problem of eighth-grade social studies (United States history) students not acquiring and retaining the course core vocabulary was based on the various methods and strategies of teaching vocabulary which have been described in earlier sections of this paper. Specifically, the program consisted of a selection and blending of these existing techniques for the teaching of vocabulary. Each of these methods and strategies was adapted to meet the needs of the social studies teacher. The writer chose these methods and strategies from the four major areas described in the previous section.

The first area from which methods and strategies were selected was the use of context clues. Students were given instruction and practice in the use of this method of learning social studies vocabulary. This part of the solution was chosen in an attempt to help students gain a skill which will help them not only in the present course but in future social studies courses as well. The writer believed that this was an important skill for students to develop, especially in a subject area such as social

studies, which relies heavily on the ability to comprehend what has been read.

The next area from which methods and strategies were selected was the area of vocabulary games. Different types of games--such as wordsearches, crossword puzzles, games involving the entire class, and class competitions--were developed and utilized. This portion of the solution was chosen to make use of the eighth-grade students' enjoyment of game-like activities and sense of competition. In addition, it was believed that these types of activities were especially helpful for a student of this age.

The third area from which methods and strategies were selected was the area of discussions and other oral activities. This portion of the solution was carried out through both class discussions and group activities. The teacher, at times, led the class in the pursuit of increased vocabulary through bulletin boards or chalkboard work. Other periods of time were devoted to group work with as few as two students or as many as five. This portion of the solution strategy was chosen to make use of the desire of students at this age to be noticed and liked by their peers as well as the inherent socialization so prevalent at this grade level. In addition, many students find it easier to learn from other students.

The final area from which methods and strategies were chosen was the area of written exercises. This portion of the solution strategy included items such as vocabulary cards, dictionary use to find social studies definitions, compiling a reference list, matching exercises, using vocabulary words in a written assignment, and the like. This portion of the solution strategy was chosen as a result of the need for students of this age to practice and repeat what they are learning. It was the writer's belief that many students in the eighth grade needed the structure of written exercises in order to experience maximum learning.

For a number of reasons, the selective combination of vocabulary teaching methods from the four areas mentioned above was the most appropriate solution to the problem of students not acquiring and retaining social studies vocabulary. The first reason was that all students have a preferred modality of learning. The technique of combining vocabulary teaching methods which are verbal, kinesthetic, and auditory allowed all students to learn social studies vocabulary in their preferred modality or combination of modalities.

A second reason the combining of vocabulary teaching techniques was the most appropriate solution to the problem was that it created an excitement about learning vocabulary. Teachers who use only one or two techniques

for presenting vocabulary will find it difficult to create an atmosphere of expectation and anticipation about the study of vocabulary. The use of games, competitions, and puzzles is especially useful for creating an exciting learning atmosphere.

Finally, using a combination of different techniques for teaching vocabulary afforded the opportunity to repeat the same vocabulary lesson in a different format. The eighth-grade student learns best when material is presented a number of times. The teaching of vocabulary only through repeated recitation or rote learning quickly becomes a tedious task for the student. A consequence of this is that many students become bored and are uninterested in learning. When this happens, the teacher has "lost" a student and may find it difficult, if not impossible, to ever again regain his interest in learning not only vocabulary, but social studies as well. It is for this reason, as well as the ones mentioned previously, that the writer believed this solution strategy surpassed other possible solutions.

The combining of various techniques for the teaching of vocabulary satisfied the first goal of this practicum, which was to increase the eighth-grade students' social studies vocabulary. This was accomplished by the concentrated study of vocabulary through various methods. These different methods created an excitement about

learning which resulted in greater student success in the area of social studies vocabulary learning.

The second goal of this practicum, to improve the students' understanding of course content and concepts leading to increased test scores, was satisfied as a result of the implementation of the vocabulary learning segment. It is a natural assumption that a person who has a sound knowledge of the language of a subject will be better equipped to understand the content and concepts of the course as they are being presented. Therefore, the result of this better understanding was improved weekly test scores.

The third goal of this practicum, an improvement in the student's attitude toward the course, was satisfied as a result of goals one and two. The student who now understands the social studies material and is experiencing success is more likely to enjoy the class. Therefore, the student's attitude toward the course will have improved.

In summary, the social studies department of the school recognized the need for vocabulary acquisition and development. However, there was not a concentrated and conscientious effort on the part of the department to help students acquire and retain knowledge of new words. In addition, the department did not ensure the student's ability to integrate new words into his daily academic

life. This resulted in many students not attaining the highest possible academic success in social studies because of the lack of a proper foundation in the language of the subject. Also, many students, as a result of their lack of success, disliked social studies. The literature search did not disclose evidence of a concentrated social studies vocabulary study program and the resulting effect on student grades and attitudes. Rather, the literature search simply revealed a number of suggestions which could be used to develop the student's vocabulary level. Therefore, the writer proposed to develop the vocabulary of eighth-grade social studies students through the concentrated and conscientious inclusion of what are thought to be traditional language arts responsibilities and methods in the teaching duties of the social studies teacher. This developed a sound social studies vocabulary which ensured the students' academic and social successes, both in the present and the future.

Report of Action Taken

The solution used in this practicum involved the author's eighth-grade United States history classes. This included five classes containing a total of approximately 139 students. Three of the classes are considered to be at grade level, one class is designated as below grade

level, and one class is considered to be advanced. These class-level designations are based on results of the most recent C. T. B. S. which was administered during the month of April, 1985. In addition, the students' seventh-grade social studies teacher also had input into the placement of the student in the eighth-grade.

The solution strategy began with an introductory phase. The first component of the introductory phase was to administer a teacher-made student attitude survey (see Appendix K). The purpose of this survey was to measure the student's understanding of the importance of vocabulary study, how vocabulary helps him succeed in class, his perceived level of vocabulary understanding, and his attitude toward United States history.

A second component of the introductory phase was a class explanation and discussion of learning modalities. Upon the completion of this discussion, each student was given the Find Your Modality Strengths handout (see Appendix N). This afforded each student the opportunity to discover his/her area or areas of strength. Each student was then encouraged to pay close attention to the activities which particularly applied to his/her perceived area or areas of strength.

The final component of the introductory phase of the solution strategy was a teacher-led discussion centering on the importance of learning the specialized vocabulary

of the social studies. This discussion assumed the form of a conversation rather than a lecture. Students were encouraged to participate and contribute their beliefs about the importance of learning social studies vocabulary. It was interesting to note that the conversation included not only the importance of learning social studies vocabulary but the importance of learning vocabulary in every class.

Upon the completion of the introductory phase of the solution strategy, the classes began their concentrated vocabulary study. This vocabulary study was integrated within the existing United States history curriculum. The classes were just beginning their final unit of study--"America Becomes a World Power." This unit is designed to be an overview of United States history from World War I through World War II. This appears, to the casual observer, to be a great amount of material to be covered. However, the county's curriculum guide approaches the time period from the viewpoint of <u>how</u> the United States became a world power rather than having the students learn an overwhelming number of facts about the time period. The learning of most of the specific facts about this time period is left to the high school teacher.

A teacher-made assessment device (see Appendix I) designed to measure the students' strengths and weaknesses in the unit's specialized social studies vocabulary was

administered. This assessment device contained two sections. The first section was composed of a cloze activity in which the students were required to insert the correct missing social studies vocabulary word. The second section was composed of context sentences. These exercises required the students to write a definition for a social studies word which was underlined in the sentence. This type of exercise allowed the student to use the sentence to help him write the correct definition.

The first part of the social studies vocabulary acquisition program concentrated on the use of context clues. The students were given a required reading assignment in their textbook and asked to list any unfamiliar social studies words, and the pages on which they appeared, as they completed the assignment. Upon completion of this assignment, the students were asked to again find the word, re-read the sentence in which it appeared, and write a definition of the word based on its use in the sentence. Those students who were unable to write a correct definition were then asked to use a dictionary to find the social studies definition. Each student was reminded to find a social studies definition for the word based on the way the word was used in the sentence.

The finding of social studies definitions in the dictionary proved difficult for many students. The author

then conducted a class activity involving a social studies word in a sentence. A sentence containing a social studies word was written on the chalkboard. The students were asked to look up the appropriate social studies definition using the sentence as a basis for their definition. Upon the completion of a number of exercises such as this, most students expressed the belief that they could now successfully use the dictionary to find a correct social studies definition for new words they did not understand. However, it was noted throughout the time period that students had to be encouraged to use the dictionary. It seemed as though only a very small number of the students had developed the habit and practice of using the dictionary. In addition, a number of dictionary exercises such as the above were included throughout the implementation period to reinforce the students' skill in using the dictionary and help the students develop the habit of immediately using the dictionary to find a word's meaning.

The introduction of a number of forms was the next procedure included in the program. The process of completing a weekly log (see Appendix L) was begun by the author. The purpose of the weekly log was to summarize the successful and unsuccessful vocabulary acquisition methods used during the week. In addition, the log afforded the opportunity for the author to record any

teacher or student concerns. The logs proved helpful as the program continued. A simple review of the logs gave the author a quick reminder of methods to be used, or avoided, in each class.

The methods rating scale (see Appendix M) was also used at this time. This form was used in conjunction with the weekly log (see Appendix L) to afford the author an overview of the relative success or failure of various methods. Again, this form proved most beneficial to the author in the attempt to use successful social studies vocabulary acquisition methods and avoid unsuccessful methods. It was also believed that the weekly log (see Appendix L) and the methods rating scale (see Appendix M) would be most beneficial when planning social studies vocabulary acquisition activities for future classes.

A third form which was introduced at this time was the student chart of test scores (see Appendix O). The purpose of this form was to enable each student to keep a record of his progress throughout the time period. In addition, students could relate their class effort and study effort to their success, or lack of success, on vocabulary tests. It was noted that many students used this chart as a self-motivation tool. Many students had unofficial contests among themselves to see who could make the highest score each week as well as in succeeding weeks.

The next phase of the program revolved around the selection and use of various vocabulary acquisition methods and activities from four major areas. The first area from which activities were chosen was the use of context clues. Representative activities from this area included reading and underlining unfamiliar words, using the dictionary to find the appropriate definition, reading paragraphs with social studies words underlined and explaining the meaning, and the like. A more exhaustive listing of suggested activities for using context clues can be found in Appendix P.

The second area from which vocabulary acquisition methods were chosen was games or game-like activities. Activities included in this area were crosswords, wordsearches, student committees, creating puzzles, and the like. Activities from this group appealed to the eighth-grade students' sense of competition and desire to have fun. Representative activities from this category can be found in Appendix P.

The third area from which vocabulary acquisition activities were chosen was discussions and group activities. Activities related to this category included class discussions relating to social studies word meanings, student committees, vocabulary study buddies, and the like. Many of these activities were especially helpful for the student who did not like to participate in

large group discussions. These students were more willing to discuss and participate in small group activities. A complete listing of suggested activities for this category is contained in Appendix P.

The final area from which vocabulary acquisition activities were chosen was written exercises. Representative activities from this category included finding the social studies definition in the dictionary, vocabulary matching exercises, compilation of individual student dictionaries, writing definitions for social studies words, writing social studies words for definitions, and the like. Activities from this group were helpful to all learners, but especially the kinesthetic learner. The reader may find a further listing of activities included in this category in Appendix P.

All students were encouraged to compile their own personal dictionary of troublesome social studies vocabulary word as they encountered them. This activity proved to be very beneficial for all students. However, this activity was most helpful for students in the average and basic classes. The writing of a word and its definition was an especially good study technique for these students.

The final phase of the program was an evaluative one. The first activity which was conducted was a re-assessment

of the students' strengths and weaknesses in the unit vocabulary (see Appendix I). Upon the completion of this activity, the student attitude survey (see Appendix K) was re-administered. The results were compiled and are presented in Appendix Q. The last activity was the final evaluation form (see Appendix R) and a class discussion of the program.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

Objective One was measured by a teacher-made cloze activity. A cloze activity is one in which social studies vocabulary words are omitted from a narrative. The complete cloze activity assessment device may be found in Appendix I. The specific objective, "Over a period of twelve weeks, United States history students will improve their vocabulary knowledge as measured by attaining a score of at least seventy percent on a teacher-made cloze activity," was met by 137 of the 139 students who completed the exercise. The seventy percent level was chosen as a result of county school board policy which dictates this score as an acceptable passing score.

Every student in second period was not successful in meeting the seventy percent criteria established for objective one. However, one must remember that this was a class composed of very basic level students. The two students who did not meet the seventy percent criteria were students who have previously failed a grade and are extremely difficult to motivate. Therefore, the fact that one percent of the students did not meet the objective's standard is not considered to be highly significant when

analyzed in this light. Table 1 summarizes the results of the cloze activity assessment device for each class.

Table 1. Cloze Activity Class Results

Class	Level	# Students	# Students 70%+	Range
1	Av.	27	27	90 - 100
2	Ba.	27	25	60 - 90
3	Adv.	26	26	95 - 100
4	Av.	26	26	75 - 100
5	Av.	33	33	80 - 100

Objective Two was measured by a teacher-made context sentence writing activity. This is a type of activity in which the vocabulary word is present and underlined in the sentence. This type of exercise allows the student to use the sentence in which the vocabulary word appears to help him explain the meaning of the social studies word as it applies to the sentence. The specific objective, "Over a period of twelve weeks, United States history students will improve their vocabulary knowledge as measured by attaining a score of at least seventy percent on a teacher-made context sentence writing activity," was met by 138 of the 139 students who completed the exercise. The complete context sentence activity measurement device may be found in Appendix I. Table 2 summarizes the

results of the context sentence writing activity for each class.

Table 2. Context Sentence Writing Activity Class Results

Class	Level	# Students	# Students 70%+	Range
1	Av.	27	26	65 - 100
2	Ba.	27	27	70 - 95
3	Adv.	26	26	95 - 100
4.	Av.	26	26	85 - 100
5	Av.	33	33	90 - 100

The results of both social studies vocabulary knowledge assessment devices were most impressive. This is particularly true when one considers the ability levels of the students represented in the various classes. One would naturally expect the above average class to perform well on the assessment device. In addition, one could easily expect the average classes to perform up to the seventy percent level. However, the writer was especially pleased with the performance of the basic level class. This class was composed of students who had previously failed a grade or marking periods. Also, many of the students in this particular class did not want to be in school and had performed accordingly.

A very positive effect of the program was noticed during the implementation period. The writer was engaged in conversation with a science teacher. This particular teacher had noticed a new interest among students in the area of vocabulary acquisition. This teacher wanted to find out what the author was doing in class to make such a difference that students were using the techniques learned in United States history class in science class.

In addition, many students began to inform the author that they were now trying to use vocabulary acquisition methods in other classes, particularly science class. The students were asked why they were using these techniques in other classes. The usual response was that history and science seemed to be classes in which they needed to learn a large number of vocabulary words. It was natural for them to transfer the vocabulary acquisition techniques they had learned and used in history to their science class.

The writer is of the opinion that the transfer of vocabulary acquisition methods from one class to another is a very important, and unexpected, result of the program. Many students in the middle school seem to believe that what is learned in one class does not apply to another. This transference of knowledge gained in one class to another is a large step in the students' overall education. Those students who continue this transference

of knowledge will most certainly be more successful in their future education.

The third objective, "Over a period of twelve weeks, United States history students will show an improved attitude toward the course and vocabulary work as measured by an increase in the mean scores on a teacher-made attitude scale," was measured through the use of a student attitude survey (see Appendix K). This assessment instrument was administered at both the beginning and end of the implementation period. Objective Three was successfully met as a result of an increase in the mean score for all questions and classes. The scores for all classes and questions are presented in Appendix Q. A selected number of the questions will next be discussed.

The pre-implementation responses to the statement "If I understand the course vocabulary, I will make better grades on tests," produced a mean score of 4.394 on a scale of 1 to 5. The post-implementation mean score was 4.554. Most students clearly understood the relationship between vocabulary acquisition and test grades before the program began. The post-implementation score indicates that more students understood this relationship at the conclusion of the program. When one started with such a high pre-implementation score, it is unrealistic to expect a large increase in the post-implementation score. However, the difference between the two scores was

evidence of the increased perception of some students regarding the importance of social studies vocabulary acquisition.

The responses to the statement "I know how to study and learn social studies vocabulary" produced a pre-implementation mean of 3.466 and a post-implementation mean of 4.485. A most interesting conclusion can be drawn when one compares the results of the statement "If I understand the course vocabulary, I will make better grades on tests" and the present statement. The pre-implementation mean of 4.395 on the first statement indicated that students did associate vocabulary acquisition with the attainment of good grades. However, the score of 3.466 in response to the statement concerning knowing how to study vocabulary indicated that students did not really know how to study vocabulary. The resulting post-implementation score of 4.485 on the same statement indicated that students believed they now know how to study vocabulary. This increased knowledge regarding vocabulary acquisition led to better test grades and an improved attitude toward the course in general.

The statement "I like United States history class" produced a pre-implementation mean of 3.789 and a post-implementation mean of 4.228. A comparison of these two scores indicated that the vocabulary acquisition program was successful in improving students' attitudes toward the

class in general. It should be pointed out that the students' like or dislike for a particular class is made up of many components. A list of examples would include the personality of the instructor, the students' perceived like or dislike of school, the mood of the moment, the topic under current consideration, parental attitudes, and the like. Therefore, it was not possible to "blame" the lack of skill in vocabulary acquisition as the lone reason for not liking a particular course. The writer believed the skill in vocabulary acquisition to be one reason among many.

Perhaps the most startling and significant difference in mean scores can be found in the responses to the statement "I like to study vocabulary words." The pre-implementation survey produced a mean score of 2.238 as compared to the post-implementation mean score of 4.288. This represents a difference of 2.05 on a scale of 5. This large attitude score increase indicated that the students really enjoyed studying social studies vocabulary, perhaps for the first time. A logical result of this increased liking for social studies vocabulary study would be the learning of more words. This in turn would lead to greater success in the class and when taking tests, which leads to an improved attitude toward the class in general. In addition, this changed attitude would be carried by the student to his high school social

studies courses. This would logically lead to a better attitude and greater success in these classes--ones in which the student must know the specialized vocabulary of the course in order to attain the highest possible success.

In an attempt to further examine the positive and negative aspects of the program, a final evaluation form (see Appendix R) was completed by each student. This form asked the students to respond to various questions about the program, rate the program, and choose their favorite vocabulary study method from the four categories represented in the program.

The results of the final evaluation form will be discussed next. The first question, "Do you believe you have increased your vocabulary knowledge during the last twelve weeks," was answered in the positive by 136 of the students. In fact, only three students did not believe they had increased their vocabulary knowledge. These negative answers may be attributed to a variety of causes. However, all three students indicated that they had not put forth any effort to try to learn the vocabulary words. It should be noted that these were students who had a history of not liking school and not performing up to standards. In the writer's opinion, no program is going to meet the needs of every student. Therefore, the small

number of negative responses is considered to be of little significance.

The second narrative question, "Will some of the techniques we recently learned to use help you in future classes?" elicited 127 positive answers. Many students indicated that they would now attempt to make a game out of vocabulary study. In addition, many students expressed the belief that what works in one class will also work in another. Also, a common response to the question revolved around the attempt to make studying more interesting. The middle school student wants to have a good time. Many of the activities, especially the game-like ones, were fun for the student. It is the writer's opinion that the student who is having fun will ultimately learn more.

The third and fourth narrative questions asked the students to indicate what they liked the most and the least about the program. The responses centered around the categories of activities with the greatest number of students indicating that they liked the games and did not like the writing activities. In addition, some students liked working as a group rather than alone. This supported the writer's belief that students learn from other students. Also, this type of learning was non-threatening for many students because the teacher does not find out what the student does not know.

The second section of the final evaluation form (see Appendix R) asked the students to rate certain statements on a scale of one (very negative) to five (very positive). In response to the statement "Knowing how to study vocabulary will help me in other classes," the mean score was 4.736. This indicated a very positive belief by the students that the knowledge they have gained during the social studies vocabulary acquisition program would be of benefit to them in other classes. In addition, a mean score of 4.314 was attained in response to the statement "I will use some of the vocabulary study techniques I learned in future classes." This again indicated the belief by the students that the knowledge they have presently learned would help them next year in high school. The overall reaction to the social studies vocabulary acquisition program produced a mean score of 4.429. This was well within the positive/very positive range on a scale of five points. It seemed clear from this result that the students enjoyed studying vocabulary during the program.

The last section of the final evaluation form (Appendix R) asked the students to check the category of social studies vocabulary acquisition methods they enjoyed the most. Table 3 summarizes the number of students who ranked each method as their favorite.

Table 3. Ranking of Vocabulary Methods Categories

Rank	Category	# Responses	% of Students
1	Games	99	71
2	Discussions	19	14
3	Context Clues	16	12
4	Written Exercises	5	4

It was quite evident that an overwhelming majority of the students favored the games used in the social studies vocabulary acquisition program. It was believed that this arose from the desire of the middle school student to have "fun" while studying. In addition, these types of activities include opportunities for competition, which is also highly enjoyed by the middle school student.

In conclusion, the social studies vocabulary acquisition program was deemed to be a success. This is indicated by the increased mean scores for all questions by all classes on the attitude survey. Perhaps the best indication of the success of the social studies vocabulary acquisition program comes from the students themselves. One student commented "You have led us through different methods of study using all of our senses which helps the student learn the material well." Another remarked "I learned and recalled words easily and remembered them through the techniques you offered -- you were the first

teacher to help me learn how to learn. Thanks." Finally, one student stated that "...in future class lectures when these words are used, I will know what they mean -- at last."

Conclusions

The first two objectives concerned the aquisition of social studies vocabulary. These two objectives were met well within the established guidelines as evidenced by the data presented in the previous section. The unit vocabulary was presented using a variety of methods from four major vocabulary acquisition categories. The categories included context clues, games, group discussions, and written exercises.

The category of games and game-like activities was the one best liked by the students. In fact, 71% of the students ranked this category as their favorite. Representative activities from this category included wordsearches, crossword puzzles, password, and the like. In addition, the writer created a game called "double trouble." This game consisted of numbered cards pinned to the wall. A student was chosen to select one of the numbered cards and define the word written on the back. The student may choose to define another word (if he was successful) or pass the turn to someone of his choosing.

A student who could not define a word may also pass the turn to another student. A few of the cards did not have a vocabulary word on their backs. Instead, they said "double trouble." The student who chose a "double trouble" card had to select two more cards and define two vocabulary words. Of course, the author made a "big production" of turning over the cards, asking the student if he was really sure he wanted that card, and so on. This game proved to be so popular with the students that they wanted to play it constantly.

The results of the game and game-like activities support the contention of Andrasick (1983). Andrasick believed that students should develop an interest in the study of vocabulary. He further believed that the use of word games could increase the students' interest in learning vocabulary. Dea (1978), and Ragan and McAulay (1964) also believed that one of the most effective methods for the teaching of social studies vocabulary was through game-like activities. The success the writer had using game-like activities certainly verified the work of these authors.

The use of games also appealed to the middle school students' competitive nature. In fact, there were unofficial contests going on between students and classes to see who could define the most words during "double trouble." In addition, a very positive result occurred

when some students who did not normally participate actively in class readily joined in during a game-like activity.

The use of games and game-like activities was certainly popular with the students. However, a word of caution is important at this point. The teacher must be careful not to rely too heavily on this type of activity. The overuse of one type of vocabulary acquisition activity can run the risk of the students becoming bored with it. A game or game-like activity is most effective when the students are anticipating, rather than dreading, the next time a game-like activity is used.

The discussion category was the second most liked social studies vocabulary acquisition method with 14% of the students choosing this method as their favorite. The major technique in this category used by the writer was allowing the students to work together during class on their vocabulary words as suggested by Michaelis (1985). Many of the groups quizzed each other or developed index cards with words and definitions. In addition, vocabulary buddies were encouraged as suggested by Piercy (1982). Vocabulary buddies proved to be most effective with the students in the basic class. Students in this level class were most successful in learning from one another.

The major student complaint about group discussions seemed to center on the fact that it was boring or

appeared to be a waste of time. In addition, the author had to remain active at all times during a group activity in order to keep the students on task. The middle school student is very social. Consequently, it was very easy for the students to begin discussing their social life rather than their social studies vocabulary. It is the writer's opinion that this method of social studies vocabulary acquisition should be used sparingly.

Context clues placed third in the ranking with 12% of the students favoring this method. The literature search indicated many authors who stressed the importance of context clue activities. Fried et al.(1965), Smith et al. (1978), Jarolimek (1986), Randall (1982), Burroughs (1982), and Oram (1982) all stressed the importance of context clues and the necessity of learning how to use the sentence to figure out the meaning of the word.

The context clue method of social studies vocabulary acquisition appeared to be one which should be seriously considered by the teacher of social studies. However, this practicum indicates the opposite. Many students commented that they thought this method was very difficult, somewhat boring, or they just didn't seem to learn as much. The writer believed that these answers stem from the textbooks currently being used in the classes. Each textbook presented a new social studies vocabulary word and immediately defined it. Therefore,

the students were not really acquainted with the process of using context clues because they have not experienced the need to use them. The author believed that this method would be of greater benefit to the students if more time could be spent practicing this skill. This should perhaps be a skill which could be included in the social studies teacher's year-long plans, rather in the short period of time encompassed by this practicum.

The least favorite social studies vocabulary acquisition method was the use of written exercises. This method was favored by only four percent of the students. However, the literature search revealed many authors who favored the use of written exercises (e.g., Fried, 1985, Crowder, 1973, Michaelis, 1968, Brown and Adams, 1968, Andrasick, 1983, Norwell, 1984, and Dea, 1978).

The writer discovered that the students did not like to write social studies definitions, use flashcards, or use the dictionary. This was perhaps a peculiarity of this particular group of students. The writer has, in the past, had classes that enjoyed writing. Many students expressed the opinion that writing did not help them learn a great deal, was boring, or did not keep their full attention. It was the writer's belief that the writing of social studies vocabulary should be kept to a minimum at the middle school level. There are, after all, other

methods by which social studies vocabulary can be successfully taught.

The fact that the first two objectives of this practicum project were met has a clear-cut implication for the social studies teacher. This implication is that the social studies teacher must develop and carry out a sound and deliberate social studies vocabulary acquisition program in his/her classes. This program must go beyond the very convenient listing of words to be looked up. The goal of the social studies teacher should be the learning and retention of the specialized vocabulary used in the course. This can be accomplished through the use of varied vocabulary acquisition methods conducted in a deliberate manner. In this way, the social studies teacher will lay the ground work for the students' success in the present class as well as in future social studies classes

The third objective of this practicum project involved the students' attitude toward the class. This objective was met within the established guidelines as evidenced by the data presented in the previous section. Perhaps the major implication for the social studies teacher at the middle school level was that a sound social studies vocabulary acquisition program did lead to an improved attitude toward the course. It was the writer's belief that the specialized vocabulary of a course must be

understood by the student in order to attain the highest possible level of success. A student who does not learn this specialized vocabulary would not be able to fully understand the course content and concepts. In addition, new course content and concepts will be discussed using previously presented vocabulary words which may not have been learned by the student. The student who has not learned these vocabulary words will most likely find himself not understanding the class. This will lead to a reduced performance and a poor attitude on the part of the student. Therefore, the development of a sound social studies vocabulary acquisition program is of great importance in the total social studies framework.

The development and use of a social studies vocabulary acquisition program will ensure that students learn the specialized vocabulary of the course. In addition, this will deter students from simply memorizing the required vocabulary in order to pass a test. The use of various techniques will enable the student to learn and, more importantly, retain the vocabulary. It is in this manner that students will be able to participate more fully in class activities and discussions. This ability to fully participate in class activities and discussions, and attain high grades on tests, will reduce the frustration level of the student and improve his attitude toward the course.

A major unanticipated outcome of the practicum project was the transference of vocabulary learning techniques to other classes. The writer had hoped that this would occur to some degree, but it was expected that very few students would actually do so. It was discovered, however, that many students were using the vocabulary acquisition techniques learned in history class to study their science vocabulary. In fact, one science teacher encouraged students to use the techniques, especially the game-like activities.

A second unanticipated outcome of the practicum project was the amount of increase in the mean score for the statement "I like to study vocabulary." This mean score increased 2.05 points on a 5 point scale. The implication of this was that a vocabulary acquisition program which included different types of activities could improve the students' attitude toward studying social studies vocabulary and actually entice the students to want to study the specialized vocabulary of the course. This, of course, was an exciting possibility for the social studies teacher. It was more enjoyable, as well as rewarding, to work with a group of students who were enjoying what they are doing. In addition, the side benefit is that the students were learning and retaining more of the course content and concepts.

In conclusion, this practicum project proved that a social studies vocabulary acquisition program does improve the students' attitude and performance in history. The writer is excited by the results obtained from this Practicum. Consequently, the writer intends to use the most successful social studies vocabulary acquisition methods in the years to come. It is the writer's recommendation that all social studies teachers, not just those involved with the middle school student, develop a vocabulary acquisition program which will best meet the needs of their students. The social studies teacher has the responsibility of introducing the student to both his/her country and his world. This is one of the most important parts of the child's education. This social studies vocabulary acquisition program will help ensure that all students attain the highest possible level of success in their social studies educational career.

Recommendations

The writer has five specific recommendations based on the results of this Practicum. First, the social studies teacher should develop a vocabulary acquisition program which will best meet the needs of his students. Second, a variety of activities should be used. This will prevent the study of social studies vocabulary from becoming

monotonous. Appendix P contains a list of possible activities. Third, the teacher should include an element of surprise or spontaneity. It is best to not designate a particular day to study vocabulary. The most successful method is to integrate the vocabulary lessons into the natural rhythm of the class. Fourth, the teacher should attempt to make the study of vocabulary fun. This is most important, especially at the middle school level. Finally, the teacher must be enthusiastic about the study of vocabulary. It is amazing how the teacher's enthusiasm filters down to the students.

It is the writer's opinion that all social studies teachers should do everything possible to further their students knowledge and desire to learn social studies. Students who are successful will naturally enjoy a subject to a higher degree. This is true both in the present course as well as in future ones. The teacher who ignites this desire to learn social studies is the one who will be remembered by his or her students.

Dissemination

The results of this practicum project were shared in three ways. The first way was by the submission of the practicum and its results to the writer's department chairman, who in turn made it available to other members

of the department. The writer, of course, was available to help the other social studies teachers develop their own vocabulary acquisition program.

Secondly, the writer was a member of the county's history curriculum committee. This committee was writing new curriculum guides during the summer of 1986. The writer had the list of suggested social studies vocabulary acquisition methods included in the new curriculum guides.

Finally, the writer submitted a copy of this practicum report to the local social studies professional organization. The report was then made available to all teachers of social studies in the school district. The writer was also available to help any teacher in the school district develop a social studies vocabulary acquisition program.

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APPENDIX A

FACULTY QUESTIONNAIRE

SUBJECT:_____

INSTRUCTIONS: Please circle your response to the following statements. If you teach more than one subject, please answer the questions as they pertain to the majority of your teaching assignment.

5 = strongly agree
4 = agree
3 = undecided
2 = disagree
1 = strongly disagree

5	4	3	2	1	(1)	The study of vocabulary is important to a student's success in my class.
5	4	3	2	1	(2)	Vocabulary words should be presented in various ways to meet the differing needs of learners.
5	4	3	2	1	(3)	Many students do not retain necessary course vocabulary.
5	4	3	2	1	(4)	Students who do not understand course vocabulary will have difficulty understanding course content and concepts.
5	4	3	2	1	(5)	If students do not have a good grasp of course vocabulary, their grades will be lower.
5	4	3	2	1	(6)	Students who do not understand course vocabulary may have a poor attitude toward the course as a result of reduced performance and a lack of general understanding of the course material.
5	4	3	2	1	(7)	Many students do not retain course vocabulary and therefore cannot understand fully future course content and concepts.

5 = always
4 = usually
3 = sometimes
2 = seldom
1 = never

5 4 3 2 1 (8) I have a definite vocabulary study procedure in my class.

5 4 3 2 1 (9) I include vocabulary lessons daily (such as introducing new words and/or reviewing previously learned words).

5 4 3 2 1 (10) I place an emphasis on course vocabulary development in my class.

APPENDIX B

RESULTS OF FACULTY QUESTIONNAIRE

5 = strongly agree
4 = agree
3 = undecided
2 = disagree
1 = strongly disagree

*Figures rounded off

(1) The study of vocabulary is important to a student's success in my class.

SOCIAL STUDIES	ENTIRE FACULTY
5 - 83%	5 - 43%
4 - 17%	4 - 47%
3 -	3 - 3%
2 -	2 - 3%
1 -	1 -

(2) Vocabulary words should be presented in various ways to meet the differing needs of learners.

SOCIAL STUDIES	ENTIRE FACULTY
5 - 67%	5 - 53%
4 - 17%	4 - 40%
3 -	3 - 3%
2 - 17%	2 - 3%
1 -	1 - 3%

(3) Many students do not retain necessary course vocabulary.

SOCIAL STUDIES	ENTIRE FACULTY
5 - 17%	5 - 17%
4 - 50%	4 - 47%
3 - 33%	3 - 27%
2 -	2 - 10%
1 -	1 -

(4) Students who do not understand course vocabulary will have difficulty understanding course content and concepts.

SOCIAL STUDIES	ENTIRE FACULTY
5 - 67%	5 - 33%
4 - 33%	4 - 33%
3 -	3 - 7%
2 -	2 - 7%
1 -	1 - 7%

(5) If students do not have a good grasp of course vocabulary, their grades will be lower.

SOCIAL STUDIES	ENTIRE FACULTY
5 - 33%	5 - 30%
4 - 67%	4 - 60%
3 -	3 - 3%
2 -	2 - 3%
1 -	1 - 3%

(6) Students who do not understand course vocabulary may have a poor attitude toward the course as a result of reduced performance and a lack of general understanding of the course material.

SOCIAL STUDIES	ENTIRE FACULTY
5 - 33%	5 - 20%
4 - 67%	4 - 73%
3 -	3 - 7%
2 -	2 -
1 -	1 -

(7) Many students do not retain course vocabulary and therefore cannot understand fully future course content and concepts.

SOCIAL STUDIES	ENTIRE FACULTY
5 - 17%	5 - 10%
4 - 83%	4 - 53%
3 -	3 - 17%
2 -	2 - 17%
1 -	1 - 3%

5 = always
4 = usually
3 = sometimes
2 = seldom
1 = never

(8) I have a definite vocabulary study procedure in my class.

SOCIAL STUDIES	ENTIRE FACULTY
5 - 33%	5 - 20%
4 - 17%	4 - 37%
3 -	3 - 7%
2 - 50%	2 - 33%
1 -	1 - 3%

(9) I include vocabulary lessons daily (such as introducing new words and/or reviewing previously learned words).

SOCIAL STUDIES	ENTIRE FACULTY
5 -	5 - 3%
4 - 33%	4 - 27%
3 - 17%	3 - 10%
2 - 33%	2 - 43%
1 - 17%	1 - 17%

(10) I place an emphasis on course vocabulary development in my class.

SOCIAL STUDIES	ENTIRE FACULTY
5 -	5 - 33%
4 - 17%	4 - 37%
3 - 67%	3 - 13%
2 - 17%	2 - 13%
1 -	1 - 3%

APPENDIX C

UNIT VOCABULARY TEST
"THE AGE OF EXPLORATION"

THE AGE OF EXPLORATION

DIRECTIONS: Fill in the following blanks with the proper vocabulary word.

United States history is taught in _____ order from discovery to the present. Historians call the movement of the "indians" from Asia to North America a _____. They walked across a geographical feature called the _____. Most historians believe they came for _____ reasons because they were following their food supply. We know about the lives of these people because of the work of the _____ who studies the remains of ancient people.

_____ is a method of burning part of an artifact to tell how old it is.

Later in history, the Spanish, led by Cortes, destroyed the Aztecs and Incas. Cortes is one of the greatest Spanish _____, or conquerors. The Spanish established an empire in the Americas. Gold, silver, and emeralds were looked upon as the most important _____, or things sold and traded to other countries. As the Age of Exploration continued, the importance of making maps became evident. Perhaps Magellan's voyage added the most information to maps because his expedition was the first to go around, or _____, the globe.

APPENDIX D

UNIT VOCABULARY TEST
"THE AGE OF COLONIZATION"

THE AGE OF COLONIZATION

DIRECTIONS: In the following sentences, a vocabulary word has been left out. Write the correct vocabulary word in the blank to complete the sentence.

1. One type of English colony was the _____ colony which was controlled by an individual or group of individuals.

2. The New England colonies allowed people who owned property, called _____, to vote.

3. Many people, called _____, came to the colonies after signing agreements to work for a specific period of time.

4. Growing just enough food to provide for one's needs is called _____.

DIRECTIONS: Write the word which is being defined.

_____ 5. young boys and girls learning a trade

_____ 6. a skilled worker

_____ 7. a member of the upper class

_____ 8. the rich, coastal plain of the South

_____ 9. a plant which is used to make a blue dye

_____ 10. the edge of settled land

APPENDIX E

UNIT VOCABULARY TEST
"THE AMERICAN REVOLUTION"

THE AMERICAN REVOLUTION

DIRECTIONS: Match the vocabulary word in column A with the correct definition in column B.

COLUMN A		COLUMN B	
_____ 1.	militia	A)	people who fought on the side of the King
_____ 2.	embargo	B)	men who were ready to fight at a minute's notice
_____ 3.	patriot	C)	the colonial army
_____ 4.	mercenaries	D)	to not buy goods
_____ 5.	Tories	E)	to stop shipment of goods to a country
		F)	a rebel
		G)	soldiers who were hired by the King

DIRECTIONS: Read each of the following sentences carefully. After you have read the sentence, look at the <u>underlined</u> word. In the space below the sentence, explain in your own words what the <u>underlined</u> word means.

6. The Declaration of Independence states that all people have "certain <u>unalienable</u> rights."

7. During the American Revolution, the navy was made up of many privateers.

8. Propaganda was used to great benefit by the rebels to convince people to fight.

9. The Intolerable Acts were passed by England to punish Boston after the Boston Tea Party.

10. The colonists' use of guerilla warfare during the American Revolution helped them defeat the British.

APPENDIX F

UNIT VOCABULARY TEST
"THE CONSTITUTION"

THE CONSTITUTION

DIRECTIONS: Write a good social studies definition for the following words.

1. compromise - _____

_____

_____

2. federal - _____

_____

_____

3. preamble - _____

_____

_____

4. ratify - _____

_____

_____

5. concurrent - _____

_____

_____

6. confederation - _____

_____

_____

7. ordinance - _____

_____

_____

8. enumerated - _____

_____

_____

9. amend - _____

_____

_____

10. majority - _____

_____

_____

APPENDIX G

UNIT VOCABULARY TEST
"THE EARLY AMERICAN PERIOD"

THE EARLY AMERICAN PERIOD

DIRECTIONS: In the blank, write the word which is being defined.

_____ 1. receiving all the votes in an election

_____ 2. voting for something you don't want in order to get something you do want

_____ 3. a group of people who have the same ideas about how to run the country

_____ 4. speaking against the president or the congress

_____ 5. a government "hands-off" policy in regard to business

_____ 6. the right to vote

DIRECTIONS: Read each of the following sentences carefully. After you have read the sentence, look at the underlined word. In the space below the sentence, write the meaning of the underlined word.

7. George Washington establish many precedents which are still in use today.

8. The Monroe Doctrine is a very important foreign policy statement in American history.

9. President Jefferson believed in strict construction of the Constitution.

10. President Jackson wanted Martin van Buren to be the United States ambassador to England.

APPENDIX H

RESULTS OF UNIT VOCABULARY TESTS

UNIT: "The Age of Exploration"

CLASS PERIOD	HIGH SCORE	LOW SCORE	AVERAGE SCORE
1	8	0	2.897
2	7	0	3.190
3	9	0	4.211
4	5	0	2.172
5	8	0	4.517

UNIT: "The Age of Colonization"

CLASS PERIOD	HIGH SCORE	LOW SCORE	AVERAGE SCORE
1	8	0	2.897
2	8	0	2.810
3	7	1	3.580
4	8	0	2.034
5	6	0	2.655

UNIT: "The American Revolution"

CLASS PERIOD	HIGH SCORE	LOW SCORE	AVERAGE SCORE
1	6	0	2.724
2	8	1	3.190
3	7	1	3.316
4	8	0	2.414
5	8	0	3.483

UNIT: "The Constitution"

CLASS PERIOD	HIGH SCORE	LOW SCORE	AVERAGE SCORE
1	7	0	3.551
2	7	0	2.333
3	7	0	3.895
4	8	0	3.034
5	6	0	2.897

UNIT: "The Early National Period"

CLASS PERIOD	HIGH SCORE	LOW SCORE	AVERAGE SCORE
1	5	0	2.310
2	6	0	2.000
3	6	0	2.526
4	7	0	1.897
5	5	0	2.448

ALL UNITS

CLASS PERIOD	HIGH SCORE	LOW SCORE	AVERAGE SCORE
1	29	2	14.414
2	27	4	14.524
3	29	2	17.526
4	27	2	11.483
5	28	2	16.000

APPENDIX I

UNIT VOCABULARY ASSESSMENT
"AMERICA BECOMES A WORLD POWER"

NAME_____

DATE_____ PERIOD_____

I CLOZE ACTIVITY

INSTRUCTIONS: Each of the following sentences has a social studies vocabulary word omitted. Read each sentence and write the correct social studies vocabulary word in the blank to make the sentence complete.

1. Many Americans were called to fight in Europe during World War I because Congress passed the _____ _____ Act.

2. The American people were asked by Herbert Hoover to grow some of their own food by starting a _____ _____.

3. Most of the fighting in World War I is called _____ _____ because it took place in ditches.

4. An _____ was signed at the end of World War I ordering all fighting to stop.

5. According to the Treaty of Versailles, Germany had to pay _____ to the victorious nations to help them rebuild.

6. The United States attempted to remain _____ at the beginning of World War II by not taking sides.

7. The program established by the United States to help its allies was called _____ _____ _____ because the allies had to pay for the goods and take them away in their own ships.

8. This program was later changed to _____ - _____ which allowed the United States to lend, loan, or rent war items to the allies.

9. Hitler used a policy called the _____ _____ policy to burn everything in Germany which might be of use to the allies.

10. The United States government is based on _____ and the Soviet Union's government is based on communism.

11. Countries such as Poland and Czechoslovakia are called _____ _____ because they "revolve" around Russia.

12. Today, the United States and Russia have approximately the same number of nuclear weapons. This is called the _____ _____ _____.

13. The United States and Russia are currently involved in a _____ _____, or a war of words.

14. The _____ _____ states that if one Asian country falls to Communism, others will also fall in turn.

15. The United States and Russia are trying to keep peace through the _____ process.

16. The United States tried to keep out of world affairs after World War I by practicing _____.

17. The 1920's were known as a period of _____ because many people became wealthy.

18. The _____ period did not allow the sale of alcohol.

19. The United States limited the number of immigrants allowed into the country by establishing a _____.

20. A group of countries who agree to help each other in times of war is known as an _____.

II CONTEXT SENTENCES

INSTRUCTIONS: Read the following sentences. Be sure to pay close attention to the underlined word. After you have read each sentence, write a social studies definition for the underlined word in the space below the sentence.

1. The United States Senate refused to ratify the Treaty of Versailles.

2. Many Japanese pilots were kamikazes during World War II.

3. The United States used a leapfrog strategy in the Pacific Theater during World War II.

4. The United States and Russia currently have differences in ideology.

5. The American economic system is based on capitalism.

6. Allied countries of Russia such as Poland and Czechoslovakia are called puppet governments.

7. The United States and Russia are currently involved in an arms race.

8. Many Cubans living in the United States are called exiles.

9. The United States established a blockade around Cuba during the Cuban Missile Crisis.

10. The stock market crash began the period known as the Great Depression.

11. Most of the borders of Europe were fortified before World War I.

12. Propaganda is often used during times of war to spread information.

13. Speculators were active in the stock market before the market crashed in 1929.

14. The Securities and Exchange Commission is an example of a reform made during the depression.

15. The government of Cuba is a dictatorship.

16. The United States has tried to stop the spread of communism through a policy of containment.

17. The United States and Russia have been involved in confrontations after World War II.

18. The economy began to recover after the Great Depression.

19. Adolph Hitler was the dictator of Germany.

20. Russia mobilized her troops after Austria-Hungary attacked Serbia in World War I.

APPENDIX J

LIST OF SELECTED UNIT VOCABULARY
"AMERICA BECOMES A WORLD POWER"

UNIT: AMERICA BECOMES A WORLD POWER

1. alliance
2. armistice
3. arms race
4. balance of power
5. blockade
6. capitalism
7. cash and carry
8. cold war
9. confrontation
10. containment
11. democracy
12. depression
13. detente
14. dictator
15. dictatorship
16. domino theory
17. exile
18. fortify
19. ideology
20. kamikaze
21. leapfrog strategy
22. lend-lease
23. mobilize
24. neutral

25. neutrality
26. puppet government
27. prohibition
28. propaganda
29. prosperity
30. quota
31. ratify
32. recover
33. reform
34. reparations
35. satellite nation
36. scorched earth policy
37. Selective Service Act
38. speculator
39. trench warfare
40. victory garden

APPENDIX K

STUDENT ATTITUDE SURVEY

DIRECTIONS: Circle your response for each of the following statements.

5 = I strongly agree
4 = I agree
3 = I am undecided
2 = I disagree
1 = I strongly disagree

5	4	3	2	1	(1)	If I understand the course vocabulary, I will make better grades on tests.
5	4	3	2	1	(2)	I know how to study and learn social studies vocabulary.
5	4	3	2	1	(3)	I know all the vocabulary words we have had during our last unit of study.
5	4	3	2	1	(4)	I like United States history more when I understand all of the vocabulary and make higher grades on my tests.
5	4	3	2	1	(5)	I like United States history class.
5	4	3	2	1	(6)	I like to study vocabulary words.
5	4	3	2	1	(7)	When I make better grades, I like the class more.
5	4	3	2	1	(8)	Knowing social studies vocabulary is important to my success in this class.

APPENDIX L

WEEKLY LOG

CLASS PERIOD _____ WEEK_____

SUCCESSFUL METHODS:

UNSUCCESSFUL METHODS:

STUDENT CONCERNS (concern, how expressed, when):

TEACHER CONCERNS (concern, how expressed, when):

APPENDIX M

METHODS RATING SCALE

5 = very successful
4 = successful
3 = acceptable
2 = unsuccessful
1 = very unsuccessful

WEEK_____

I CONTEXT CLUES

5 4 3 2 1 (1) explain underlined words in sentences

5 4 3 2 1 (2) write definitions of selected words in a sentence

5 4 3 2 1 (3) cloze activities

5 4 3 2 1 (4) find appropriate definition in dictionary

5 4 3 2 1 (5) other:

II GAMES

5 4 3 2 1 (1) wordsearch

5 4 3 2 1 (2) crosswords

5 4 3 2 1 (3) scrambled words

5 4 3 2 1 (4) create a puzzle

5 4 3 2 1 (5) name a vocabulary word starting with a particularly letter of the alphabet

5 4 3 2 1 (6) make words from the letters contained in a vocabulary word

5 4 3 2 1 (7) flash cards

5 4 3 2 1 (8) other:

III DISCUSSIONS AND GROUP ACTIVITIES

5 4 3 2 1 (1) teacher gives definition

5 4 3 2 1 (2) words used in class on chalkboard

5 4 3 2 1 (3) introduce word before reading

5 4 3 2 1 (4) class discussion of word meanings

5 4 3 2 1 (5) group discussion of word meanings

5 4 3 2 1 (6) reading and discussion of unfamiliar words

5 4 3 2 1 (7) student committees

5 4 3 2 1 (8) read and tell meaning of unfamiliar words

5 4 3 2 1 (9) vocabulary buddies

5 4 3 2 1 (10) preview committee

5 4 3 2 1 (11) other:

IV WRITTEN EXERCISES

5 4 3 2 1 (1) find social studies definition in dictionary

5 4 3 2 1 (2) find social studies definition in dictionary of underlined words using context clues

5 4 3 2 1 (3) index cards

5 4 3 2 1 (4) sentence writing showing context understanding

5 4 3 2 1 (5) read and define social studies words in sentences

5 4 3 2 1 (6) matching exercises

5 4 3 2 1 (7) pre/post tests

5 4 3 2 1 (8) list unfamiliar words

5	4	3	2	1	(9)	compilation of individual dictionaries
5	4	3	2	1	(10)	teacher-made written exercises
5	4	3	2	1	(11)	cloze activities
5	4	3	2	1	(12)	use vocabulary words in a written assignment
5	4	3	2	1	(13)	write definitions of words
5	4	3	2	1	(14)	write words using definitions
5	4	3	2	1	(15)	other:

APPENDIX N

FIND YOUR MODALITY STRENGTHS

FIND YOUR MODALITY STRENGTHS*

INSTRUCTIONS: Mark the answer which best completes the phrase as it applies to you.

1. My emotions can often be interpreted from/by:

   _____(V) facial expressions

   _____(A) voice quality

   _____(K) body movements

2. I keep up with current events by:

   _____(V) reading the newspaper thoroughly when I have time

   _____(A) listening to radio or watching television news

   _____(K) quickly reading the paper or spending a few minutes watching television news

3. If I have business to conduct with another person, I prefer:

   _____(V) face to face meetings or writing letters

   _____(A) the telephone, since it saves time

   _____(K) conversing while walking, jogging, or doing something

4. When I'm angry, I usually:

   _____(V) clam up and give others the silent treatment

   _____(A) am quick to let others know why I'm angry

   _____(K) clench my fist, grasp something tightly, or storm off

5. When riding in a car, I:

_____(V) adjust the mirrors and watch the road carefully

_____(A) turn on the radio as soon as I enter the car

_____(K) can't get comfortable in the seat and continually shift positions

6. I consider myself a:

_____(V) neat dresser

_____(A) sensible dresser

_____(K) comfortable dresser

7. At a meeting, I:

_____(V) come prepared with notes and displays

_____(A) enjoy discussing issues and hearing other points of view

_____(K) would rather be somewhere else

8. In my spare time, I would rather:

_____(V) watch television, go to a movie, attend the theater, or read

_____(A) listen to the radio or records, attend a concert, or play an instrument

_____(K) engage in some form of physical activity

9. The best approach to discipline is to:

_____(V) isolate the child by separating him or her from the group

_____(A) reason with the child and discuss the situation

_____(K) use acceptable corporal punishment

10. The most effective way of rewarding students is through:

_____(V) positive comments written on their papers, stick-ons, or posting good work for others to see

_____(A) oral praise to the student and to the rest of the class

_____(K) a pat on the back

Record the number of marks you have in the blanks before the V, the A, and the K. Record the numbers below. This will give you an idea of your modality strengths.

_____(V) - VISUAL

_____(A) - AUDITORY

_____(K) - KINESTHETIC

*School Board of Seminole County. (1985). Gifted Program Teacher Handbook. Sanford, FL: School Board of Seminole County.

APPENDIX O

STUDENT CHART OF
TEST SCORES

STUDENT_____

DIRECTIONS: Keep this chart as a record of your progress in vocabulary study. It will be collected at various times during the marking period.

	VOCABULARY GRADES	TEST GRADES	MY RATING - HOW I AM DOING AND WHY (5=HIGH 1= LOW)	
WEEK 1	_____	_____	_____	WHY?
WEEK 2	_____	_____	_____	WHY?
WEEK 3	_____	_____	_____	WHY?
WEEK 4	_____	_____	_____	WHY?
WEEK 5	_____	_____	_____	WHY?
WEEK 6	_____	_____	_____	WHY?
WEEK 7	_____	_____	_____	WHY?

WEEK 8 _____ _____ _____ WHY?

WEEK 9 _____ _____ _____ WHY?

WEEK 10 _____ _____ _____ WHY?

WEEK 11 _____ _____ _____ WHY?

APPENDIX P

SUGGESTED VOCABULARY ACQUISITION ACTIVITIES

CONTEXT CLUES

1. tests emphasizing meanings in context
2. oral reading and discussion of words
3. find appropriate definition in the dictionary
4. read and underline unfamiliar words - use dictionary to find appropriate definition
5. read paragraphs with social studies words underlined and explain meaning
6. write key phrases on chalkboard and discuss the meanings
7. cloze activities
8. look at pictures to determine a word's meaning
9. make illustrated cards showing words in context
10. write definitions to words in a sentence
11. write words from sentence containing a definition or a portion of it

GAMES OR GAME-LIKE ACTIVITIES

1. flashcards
2. crosswords
3. wordsearch
4. write words on board and define
5. bulletin boards
6. student committees
7. chart of vocabulary words for bulletin board display
8. read paragraphs with social studies words underlined and explain the meanings to the group

9. create a puzzle
10. make illustrated cards for vocabulary words
11. scrambled words
12. name and define a vocabulary word starting with a particular letter of the alphabet
13. use letters in a vocabulary word to make other words

DISCUSSIONS AND GROUP ACTIVITIES

1. class discussions of meanings
2. reading and discussion
3. have a student introduce a word - class guesses at the meaning - tell story
4. vocabulary bee
5. student committees to work on vocabulary together
6. read paragraphs with social studies vocabulary words underlined and explain the meanings
7. committee to preview reading assignments for new words
8. vocabulary buddies
9. groups present words to the class
10. teacher gives the definition
11. students tell other students definitions
12. group discussion and study of vocabulary
13. use vocabulary words in discussions and conversations
14. have words used in class on the chalkboard
15. teacher or student introduces words before beginning a reading assignment

16. name and define a vocabulary word starting with a particular letter of the alphabet

WRITTEN EXERCISES

1. flashcards
2. find the social studies definition in a dictionary
3. find the appropriate social studies definition in the dictionary
4. make vocabulary index cards
5. sentence writing showing context understanding
6. read and underline unfamiliar words - use dictionary to find the appropriate definition
7. chalkboard exercises
8. list of words for reference
9. read paragraphs with social studies vocabulary words underlined and write the meanings of the words
10. vocabulary matching exercise
11. use glossary to write definitions
12. pre/post tests
13. find word origins
14. list unfamiliar words in reading and the newspaper
15. compile individual dictionaries
16. look at pictures and explain the meaning of a word which applies to the picture
17. workbook exercises
18. teacher-made written exercises

19. cloze activities
20. write word meaning using context clues
21. use vocabulary words in written assignment
22. write definitions of words
23. write vocabulary words from definitions

APPENDIX Q

RESULTS OF ATTITUDE SURVEY

1. If I understand the course vocabulary, I will make better grades on tests.

Class	Pre-Implementation	Post-Implementation
1	4.185	4.500
2	4.556	4.685
3	4.308	4.462
4	4.536	4.662
5	4.387	4.460
All	4.394	4.554

2. I know how to study and learn social studies vocabulary.

Class	Pre-Implementation	Post-Implementation
1	2.815	4.407
2	2.444	4.333
3	4.077	4.615
4	3.964	4.462
5	4.032	4.606
All	3.466	4.485

3. I like United States history more when I understand all of the vocabulary and make higher grades on my tests.

Class	Pre-Implementation	Post-Implementation
1	3.926	4.148
2	4.185	4.185
3	4.192	4.346
4	4.179	4.615
5	4.452	4.636
All	4.187	4.386

4. I like United States history.

Class	Pre-Implementation	Post-Implementation
1	3.296	3.852
2	3.741	4.148
3	4.231	4.231
4	3.679	4.423
5	4.000	4.485
All	4.000	4.485

5. I like to study vocabulary words.

Class	Pre-Implementation	Post-Implementation
1	1.852	3.741
2	2.333	4.333
3	2.308	4.462
4	2.536	4.269
5	2.161	4.636
All	2.238	4.288

6. I know all of the vocabulary words we have had during the previous unit of study.

INFORMATION ONLY - NOT PART OF SURVEY

Class	Mean
1	2.074
2	1.815
3	1.962
4	2.071
5	2.258

NOTE: All means calculated on a scale of 1 (negative) - 5 (positive).

APPENDIX R

FINAL EVALUATION

I ANSWER THE FOLLOWING QUESTIONS AS FULLY AS YOU CAN.

(1) Do you believe you have increased your vocabulary knowledge during the last twelve weeks? Explain why or why not.

(2) Will some of the techniques we recently learned to use help you in future classes? Explain why or why not.

(3) What did you like the most about our vocabulary study? Explain your answer.

(4) What did you like the least about our vocabulary study? Explain your answer.

II CIRCLE YOUR RESPONSE TO THE FOLLOWING STATEMENTS.

VERY POSITIVE				VERY NEGATIVE		
5	4	3	2	1	(1)	Knowing how to study vocabulary will help me in other classes.
5	4	3	2	1	(2)	I will use some of the vocabulary study techniques I learned in future classes.
5	4	3	2	1	(3)	What is your over-all reaction to this method of studying vocabulary?

III YOUR FAVORITE METHOD

Check which of the following methods of studying vocabulary learning methods you most liked.

_____ (A) context clues

Why did you check this method?

_____ (B) games

Why did you check this method?

_____ (C) discussions and groups

Why did you check this method?

_____ (D) written exercises

Why did you check this method?